

School Activities

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ACTIVITY TICKET

G.P.H.W.U.
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HIGH SCHOOL
NEWS

YEARBOOK



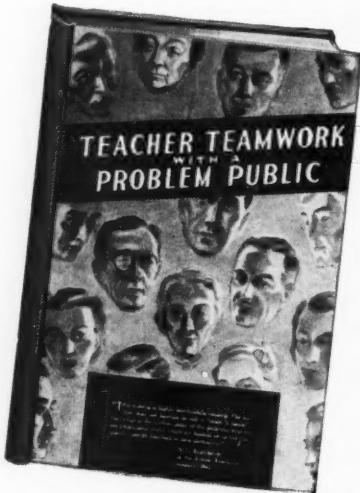
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Cast for "Seven Cinderellas," Haskell Institute, Lawrence, Kansas

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by
C. R. Van Nice

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teaching job. An A in Teacher
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F in teaching.**

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it?**

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counts.**

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CONTENTS

As the Editor Sees It	114
Reorganization into Community Unit Districts	
Alters Activities	115
<i>Donald L. Zabel</i>	
An Extensive Activity Award System	117
<i>Karl J. Weber</i>	
A Yearbook for the Elementary School	119
<i>Harold Hainfeld</i>	
The Freshman Class Evaluates Its Extracurricular Program	121
<i>Herman A. Estrin</i>	
Amateurs on Stage	123
<i>Robert Kirkwood</i>	
Providing for Individual Differences in the Music Department	125
<i>Lenore Adubato</i>	
Good Neighbors Cross the Continent in Panama	127
<i>Subert Turbyfill</i>	
The Seasons	128
<i>Lois McCarthy</i>	
Archeology	129
<i>Carl Benton Compton</i>	
School Time on the Air	131
<i>Elaine Barcal and Sally Anderegg</i>	
"Happy Landings"	133
<i>Celia E. Klotz</i>	
My Privilege in, and Responsibilities to, a Free Country	135
<i>Elbert C. Shackleford, Jr.</i>	
Assembly Programs for January	137
<i>Una Lee Voigt</i>	
News Notes and Comments	139
How We Do It	141
Comedy Cues	144
What You Need	144

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As the Editor Sees It



The weakest part of most of our student council conferences, especially district and state (which easily COULD do better), is the main address. This address is generally given by some local entertainer, politician, preacher, congressman, professor, etc., usually selected because his services cost little or nothing. Naturally, such an address concerns HIS interests and very little the student council.

Such a convention is not a vaudeville show, not a political, religious, patriotic, civic, or general education meeting. It is not even a "youth conference." It is a student council conference, and, logically, anything that does not reflect this topic is out of place on the program.

The justification that "the students loved him" is as lame as the pertinency of the address. The students would "love" a magician, a grunt-and-groan singer, or a motion picture cartoon.

Those planning a conference must appreciate clearly that the real test of its value is NOT to be found in the extent to which the students enjoyed it, but in what happens to the councils back home because of it. If nothing happens, then the conference was a failure. Similarly, any part of it which might have contributed toward local improvement and did not, was a failure.

This weakness should be eliminated, and can be. In all parts of the country there are experienced and competent sponsors, officials and Advisory Committeemen of the National Association of Student Councils, instructors in extracurricular courses, principals, and superintendents who can helpfully discuss council ideals and practices. Some little expense may be involved, but this will represent a good investment towards council improvement.

To illustrate: One speaker we know starts the program with a discussion of council purposes and principles, obligations of members, etc.; later he leads a discussion by the sponsors; he visits the various groups, and ends the day with a critical evaluation of the items of the students' reports. All student council!

Many associations are "missing the boat" because of a lack of funds—and they will continue to miss it so long as they have a ridiculous one (or two)-dollar-a-year school membership fee,

or cling to a traditional "we-don't-pay-for-our-speaker" policy.

True, the fact that the speaker is "paid" (expenses, etc.—no council program is financially profitable to any speaker) does not necessarily guarantee competency. However, it does (1) offer wider opportunity for an appropriate selection of a speaker, and (2) guarantee the right of those employing him to suggest the main theme of his topic. Engaging a speaker "blind" is as stupid as walking into a clothing store and saying to the clerk, "I came to buy a suit; wrap one up for me."

In looking over a stack of last spring's high school yearbooks we found 17 which began with a FOREWARD. And many and many a handbook is similarly introduced. Sounds like a military order for a charge! Editors, the designation is FOREWORD.

A few weeks ago a noted "villain" wrestler was cut off the air in the middle of his talk because he ridiculed the ideal of good sportsmanship. Personally, we believe that this was, deliberately, a part of his "act." Getting himself hated, booed, reviled, etc., has been very profitable to him, financially.

Undoubtedly, high school teams might, conceivably, increase their crowds by becoming "villains." However, our sports ideals concern something more important than "gate."

Because, (1) it is a fast and furious game, and (2) it is played on a relatively small court indoors, basketball offers many more opportunities for the display of good sportsmanship (or poor) than football.

Good sportsmanship is hardly in our original nature. Poor sportsmanship appears to be more natural. Consequently an appropriate schedule of educational activities should be considered an integral part of any program of interscholastic competition.

Such a schedule may include assembly talks, panel discussions, and dramatizations, awards, newspaper articles, and such interschool events as program exchanges, visits, parties, and post-game "mixers."

"The unit district reorganization movement, if it is to progress satisfactorily, must provide educational services that will meet the needs of the students."

Reorganization into Community Unit Districts Alters Activities

COMMUNITY UNIT DISTRICTS were made possible in Illinois by permissive legislation in 1947. This study is a survey of the organization and administration of present extracurricular activities compared with those of former years. Information was secured by means of a questionnaire returned by 110 community unit district high school administrators.

As a result of reorganization into community unit districts, high schools in Illinois have shown some remarkable changes in the extracurricular activity program. For example: More activities have been initiated, activity periods are becoming a part of the regular program, faculty members are permitted to choose new activities they will sponsor, student councils have increased authority, etc.

Some community unit district high schools have had insufficient time to set up an extracurricular activity program to meet the needs of their students. Then, too, other factors may have operated to the detriment of the extracurricular activity program. These include: the location of schools; inadequate facilities; and perhaps the size of the school. An extracurricular activity program that meets the needs of the students in one school may prove entirely inadequate in another. Of the community unit districts in this study, 74.5 per cent had only one high school before and after reorganization, but on the other

DONALD L. ZABEL

**Principal, Windsor High School
Windsor, Illinois**

hand, there was one district that consolidated five high schools.

Limitation of participation is not so much to hinder the student as to help him select his activities more carefully.

In this study 16.5 per cent of the schools limited the number of activities in which a student could participate. The basis for limitation was by activity points in one school. Three schools based their limitation on passing grades in academic subjects. Three schools had a limit of one activity; three allowed two activities; one school allowed three; and one allowed four. The remaining five schools did not explain their limitation.

Sponsors of extracurricular activities secure their positions in over 75 per cent of the schools covered in this study by being assigned by the principal. This changed very little as a result of reorganization. The method of having the teachers volunteer and the assignment of teachers as sponsors by contract, however, showed some gain as a result of reorganization. It is interesting to note that the policy whereby sponsors were selected by the pupils increased in three schools.

Thirty-four and nine-tenths per cent of the schools in this study limited the number of activities a teacher may sponsor. Two schools based the limitation on the magnitude of the activity the teacher sponsored. Eight schools limited the number to one activity, eighteen to two activities, and three schools to three activities.

Before reorganization 14.6 per cent of the schools required some form of special training for a sponsor. Since reorganization, 42.7 per cent require special training. Other requirements of sponsors at present include: special interest, 72.7 per cent of the schools; experience, 65.5 per cent; hobby, 27.3 per cent; and guidance training, 18.2 per cent.

Extra compensation was given for sponsoring an extracurricular activity in 16.4 per cent of the

Our Cover

The upper picture shows casts of students of Hanna, Wyoming, Public Schools. Programs put on by the Hanna Schools include annual Christmas Operetta, rhythm band, mixed chorus, junior band, and beginners band. Many activities are being planned for the future to follow a philosophy of continuous growth of the "Programs For All Ages In The Hanna Public Schools."

The lower picture is the cast of the high school senior play, "Seven Cinderellas," Haskell Institute, Lawrence, Kansas. Haskell offers a four year high school course and two-year post-high school courses in advanced vocational work for Indians. Haskell is a boarding school and has students in attendance from all parts of the United States and Alaska.

schools before reorganization, and in 30 per cent of the schools after reorganization. Amounts of compensation ranged from \$7 to over \$1000, but of the schools that gave extra compensation about one-half paid from \$50 to \$100 for each activity both before and after reorganization.

Sponsoring an activity tended to lighten a teacher's academic load before reorganization in 29.1 per cent of the schools. After reorganization 48.2 per cent of the schools answered in the affirmative. The trend seems either to pay a monetary sum or to lighten the teacher's load, or both, for sponsoring extracurricular activities.

Of the schools covered in this study, 28.2 per cent stated they had an activity period before reorganization, and 60 per cent stated they had an activity period after reorganization. Activity periods varied in length from 15 to 60 minutes, but over half were between 30 and 45 minutes in length both before and after reorganization. The activity period is usually the same length as that of the curricular period.

Special facilities required include such items as a newspaper office, band room, stage, etc. With the reorganization of the high schools into community unit districts, people are expecting more of the schools in the way of student participation in extracurricular activities. The school is often judged on its activities, and often rises and falls in the public's judgment on the success or failures of these activities.

Most administrators of community unit districts have plans for special facilities to meet the needs of these activities, but in some cases new buildings are needed and insufficient time has elapsed to provide the facilities desired. In this study, 48.9 per cent of the schools stated they had special facilities available for extracurricular activities before reorganization and 66 per cent had such facilities available after reorganization.

The creation of the community unit brought transportation to many students who had walked to school before. The gradual elimination of the smaller schools and the general consolidation of attendance units extended the network of bus routes many miles in rural areas. Student transportation by school bus forced the establishment of an activity period in 64.1 per cent of the schools in this study. It curtailed activities in 38.8 per cent of the schools, but more students were able to participate in the program.

The extracurricular activity program changes because of pupils' interests and needs, because of

teachers' particular capabilities and sympathies, and because of environmental and community circumstances. How, then do extracurricular activities derive their permission to exist? Of the schools covered in this study, the principal was directly involved in 63 per cent of the schools before reorganization and in 45.9 per cent of the schools after reorganization. The student council seemed to gain this authority by having an 11.3 per cent increase as a result of reorganization. Faculty committees and boards of education, as sources of authority, also showed a small increase as a result of reorganization.

The principal appointed the sponsors in 48.2 per cent of the schools before reorganization and in 52.7 per cent of the schools after reorganization. The method of letting the faculty members choose the activity they will sponsor seemed to gain the most as a result of reorganization. It went from 17.3 per cent before reorganization to 30 per cent after reorganization. Permitting the students to choose the sponsors occurred in approximately 25 per cent of the schools both before and after reorganization.

As might be expected, a change in organization caused some activities to gain and others to lose. In some reorganized schools the enrollment has been greatly increased and in order for the needs of the students to be met, new extracurricular activities have been initiated; this may also be due in part to better facilities, transportation, etc. Again, transporting students considerable distances may have resulted in dropping certain activities. However, a great many more activities were initiated than dropped in the schools covered by this study. Of the activities dropped, the Dramatics Club was high having been discontinued in three schools. Initiated activities included band, G.A.A., F.H.A., and student council each in five schools. F.F.A. was initiated in four schools and dramatics, National Honor Society, chorus, art, and camera club each in three schools. Forty-two other activities were initiated in at least one school.

In this survey extracurricular activities were classified as curricular if they met during the school day and carried credit toward graduation. On the questionnaire 36 extracurricular activities were listed and administrators were asked to check in one of four columns titled "Does Not Exist," "Part of Curriculum," "Extracurricular," "Both Curricular and Extracurricular." If activities seemed to be in a transition stage between

curricular and extracurricular, they were marked in the column titled "Both Curricular and Extracurricular."

From the schools in this study, the trend is definitely toward including or making extracurricular activities a part of the curriculum. For example, the total of the column "Part of Curriculum" was 252 before reorganization and 345 after. The total of the column titled "Extracurricular" lost only a few, three in fact, but this is probably due to the fact a great many more activities are now in existence. As shown before curricularizing extracurricular activities takes several years, depending upon the school and locality. The total of the column titled "Did Not Exist" before reorganization was 348 and after reorganization 285. This seems to indicate that more activities have been added to the school program. Also more activities are becoming a

part of the curriculum—meeting during the school day and carrying credit toward graduation. The column titled "Both Extracurricular and Curricular" gained from 147 before reorganization to 199 after. This would seem to bear out the impression that there is a transition period from being considered extracurricular to being included in the curriculum.

Very rapid progress, in the constructive development of the program of extracurricular activities, has been made since 1947. With broader experience, greater maturity, and better judgment, we should modify some of our ideals, materials, activities, and methods. Some activities will be added; others eliminated to meet the needs of the students. It is trite to state that there should be as much intelligence and care in building the extracurriculum as in building the curriculum.

An activity program operated as an integral part of the total school program helps to attract and interest students and reduces the number of dropouts.

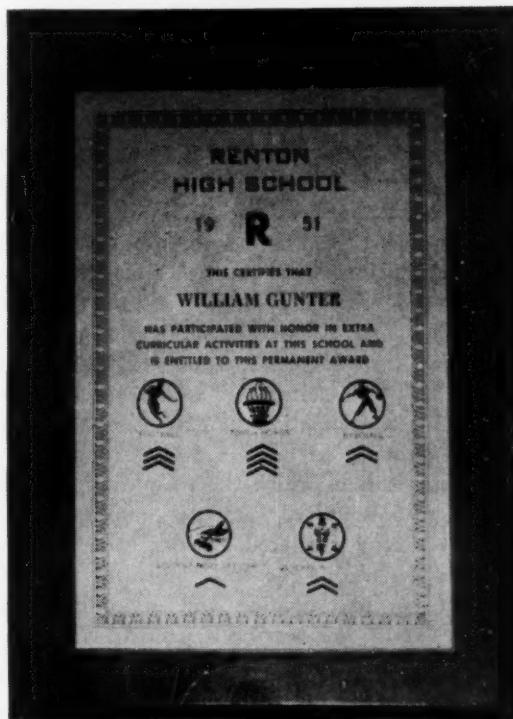
An Extensive Activity Award System

THE TIME IS NOT TOO FAR DISTANT when secondary school leaders will no longer be able to say that the school activity program was divorced from the curriculum. Today it is generally accepted that there is an extremely close relation between curriculum and extracurriculum and that one implements the other. The importance given to student activities in the secondary school today has been a development of the past three decades. During this period high school enrollment has experienced rapid expansion; it has increased from 32% to 75% of the 14 to 17 year olds being enrolled.

This expansion has been a major reason for the high school educational leaders gradually accepting the activity program as an integral part of the total school program. Ironically, during this development, schools did not devise the activity program to attract and hold the high school student in school; actually the activities grew because the pupils were attracted to them.

Each year finds more and more schools realizing that if the youth of their community are to be educated to the full extent of their capacities, two big hurdles need to be cleared. First, the curriculum itself needs to be overhauled so that the ten imperative needs of youth, (as outlined in Planning for American Youth) are ful-

KARL J. WEBER
Vice-Principal
Renton High School
Renton, Washington



filled. Second, in order for youth to be educated, they must be enrolled and attending school; therefore, the number of dropouts must be minimized.

For the past six or seven years, Renton High School's curriculum has been revised with some subjects eliminated, some added, and others being considered for possible revision by joint faculty-administration committees adhering to the recommendations of Planning for American Youth. Besides the college preparatory requirement subjects, our district also offers a curriculum that includes: preparation for an occupation through our commercial, homemaking, and vocational subjects; development of citizenship responsibilities, interests, and aptitudes through Language Arts, Mathematics, Science, and the Healthful Living Courses.

Dropouts declined as our curriculum revision program was inaugurated. It soon became apparent that if we were to further reduce dropouts we must provide for those needs and interests that are best served by an activity program. We reasoned that a good extraclass program should care for pupils with limited abilities or undeveloped interests as well as for those with abilities or interests. Therefore, we adopted the policy that all extraclass activities, present and future, were to receive similar emphasis. Equipment and facilities, leadership qualification, financial support, and awards for participation were the factors to be equalized in so far as possible.

One problem common among administrators is that of granting awards to certain qualified pupils. The plaque system of awards as used in our school has proved fair and equitable over a 15-year period. Let us examine our plan. Each individual plaque is about five inches by seven inches and very attractively styled, inscribed with the name of our school, its insignia, the year, and the recipient's name. In addition to stating that this permanent award has been received for participation in extraclass activities, it has circular enclosed symbols representing those activities in which the recipient qualified. These symbols identify activities, abilities, or a type of service rendered. Under each may be found a chevron or chevrons indicating the year or years of participation and in addition the activity, ability, or service is named.

All activities under this system are classified under one of four fields which are identified as:

Athletic, Academic, Dramatic, and Service. Eight symbols are recognized in the field of Athletics; namely baseball, basketball, football, track, golf, tennis, athletic managers, and girls' athletics. The graduation speakers, Torch Society, salutatorian, and valedictorian are the four divisions in the Academic field. We recognize three areas under Dramatics: cast, production staff, and make-up crew members. Twenty areas are at present being recognized in our largest field, that of Service. Here we recognize our school officers; clubs that are service in nature; cheer leaders; publications editors and assistant editors; stage crew; office assistants; patrol; public address crew; accompanists for soloists; the soloists; and/or members of ensembles that receive an upper division rating at the spring regional music contests. Some are closely related to one of the other three fields but because they are mainly a service activity they have been placed in that field.

Governing Policies

Since the award is primarily in recognition of extraclass participation, no recognition is given in areas where scholastic credit is received. This policy excludes a few pupils with an interest in music and journalism; however, they may utilize their interest and abilities in the field of Service where opportunities are available. Every effort has been made to equalize the demands made by various activities on a pupil's time, term of service, and attendance.

A student-faculty plaque committee is responsible for the operation of our plaque system. Among their responsibilities, we find: equalizing activity demands on a pupil's time and ability; determining the number of plaque points awarded new activities into the system; and the keeping of the records. Several of these responsibilities need further explanation.

Eligibility

Graduating seniors who have held membership in the student body for three years are eligible for a plaque, providing:

1. They have received the minimum of three symbols in at least two fields:

This requires pupils to develop or acquire interests in more than one of the four fields: Athletic, Academic, Dramatic, or Service. In addition, the three-symbol requirement demands

that their interests and abilities extend to two or more activities in one field.

2. They are among the twenty-five per cent of their class who have earned the highest number of points during the three year period.

Point Allocation

All major sports, sports managers, Torch members, school officers, soloists, and ensemble members are awarded five points—one symbol, for the first year; a chevron for each year. In general, club members receive two points for the first year and three for each succeeding year—one symbol for two years; a chevron, for every year.

In Dramatics, one must participate in two major productions in order to receive a symbol; a chevron, for each two productions. (We offer three major productions annually.)

Since membership in an activity alone does not qualify a pupil for plaque points, the activity adviser reserves the maximum points for the most deserving. Others receive fewer or none depending upon their own initiative.

Record Keeping

During the school term, at the conclusion of

an activity, advisers submit to the plaque committee on a Special Recommendation for Plaque Points Form the pupil's name, activity, and points earned. This information is then transferred to the pupil's Plaque Accumulative Record Form. From this form the committee is then able to determine whether a pupil has met the area and symbol requirements. If the pupil qualifies, then his points are totalled to see whether or not he is among the upper twenty-five per cent.

Evaluation

Occasionally it is necessary to legislate against practices that have permitted a student to become plaque point conscious and attempt to be in too many activities. By far and large the system has injected life into our general activity program. At an assembly held during the first week of school, our Plaque System is reviewed by the student body officers. At this time Sophomores are encouraged to participate in one or more activities to their liking and begin to plan toward earning a plaque. An interest in an extraclass activity, stimulated early in the Sophomore year, many times has kept pupils in school who otherwise would have dropped out.

A yearbook containing many interesting features is a possibility for the elementary school at a nominal cost by the photo-offset method of printing.

A Yearbook for the Elementary School

A YEARBOOK FOR ELEMENTARY SCHOOLS is quite apropos. To the sixth or eighth grade graduating teacher:—What do your graduates have as memories of their years in your elementary school? The students may purchase autograph books which usually contain other students' signatures and often have silly, non-meaningful quotes. Other graduates may have scrapbooks and paste mementoes of their graduation program in it. Wouldn't you like something better for them and that will still cost very little?

It is possible to have an elementary school yearbook at a low cost. During the past few years, yearbook companies have developed yearbooks at very reasonable prices to meet the needs of the elementary school students. Consider these possibilities: 100 copies of a 16 page, staple-bound book costs \$135, or 100 copies of a 24 page, plastic, spiral bound annual at \$180. Not so expensive!

HAROLD HAINFELD
Roosevelt School
Union City, New Jersey

How is it possible to have a yearbook at these low costs? The pages of the book are photo-offset. In this method of printing, a picture is taken of the entire page and that negative is used in the printing process. Thus, the students with the aid of the adviser, can paste all the material on the layout pages. There is no costly linotype by the printer; no expensive cuts for pictures. While many of the photographic enlargements and reductions are not possible, and various print types are not used, the low cost photo-offset method of printing gives the elementary school an annual that the administration will be proud of and the students will cherish for many years.

This new form of inexpensive school journalism can be a very interesting project for the

sixth or eighth grade students, the teacher-adviser, and the principal. Assistance in planning the yearbook is available to all. Much of the material is supplied by the yearbook company contracted to do the printing. The National Scholastic Press Association and the Columbia Scholastic Press Association can be very helpful. Both have a lending service so you can get some ideas on other yearbooks at the elementary level.

As part of the yearbook contract, you will be furnished with a number of blank pages that are 11x14 inches, or larger. The students, under the supervision of the adviser, arrange and paste the material on these pages. Some eighth graders can type the write-ups about the individual students. Others can be responsible for taking pictures of the class activities, art, and lettering work necessary. A supply of paste, art directions, theme ideas, and a dummy book are also supplied.

A general plan for an elementary school yearbook might include the following: a title page, with a picture of the school; pictures of the principal, board of education, and faculty in the introduction. The graduate section might follow with individual pictures and write-ups about each graduating student and his activities in the school. The student activity section could be next with pictures and typed descriptions of the classes, student clubs, and intramural athletics. The class directory and autograph pages could be next. If you desire advertisements or boosters to help reduce the cost of the annual to the students, these pages could be toward the end of the book.

Yearbooks at the elementary school level can be an important part of the school-community relations program. Many phases of the school program and newer methods used can be brought to the attention of parents in the activities section of the book. The school library staff, for example, can be photographed in the library and, with an appropriate write-up, present this phase of the school program. Newer methods and materials of instruction can be shown with pictures of the school audio-visual squad with the radio, projectors, and recording devices that are used in teaching. In a similar manner, phases of the music, fine and industrial arts, and home economics program can be shown in the elementary school annual. Don't forget to include pictures of the regular class program.

What coverage is given to the intramural program of your school in the local press? The yearbook is an excellent place to bring out the ath-

letics and other phases of the health and physical education program. The school's program of service to the community can be depicted in the elementary school annual. Junior Red Cross program might include favors for veterans in nearby hospitals, overseas kits, and other projects. These can be pictured. The safety activities of the school patrol, the Hi-Y, P.T.A. and Future Farmers can be shown. Special activities unique to the school should also be included. For example, one of our teachers is a Red Cross First Aid instructor. From him, all eighth grade students at Roosevelt School receive the Junior first aid course and certificates. Pictures taken of the course as well as the certificates can be pasted on the sheets for photo-offset reproduction.

The home economics and industrial arts department with seventh and eighth grade students repair dolls and toys that are sent to a nearby orphanage at Christmas. While both of these activities have been written up in the local press, putting pictures and descriptions of these projects in the yearbook affords our principal and superintendent of schools the opportunity to show a complete picture of the school program when taking the yearbooks to meetings.

What about the students? Do they enjoy working on their annual? From the experience of five yearbooks at Roosevelt School, I can say that they certainly do. It is a project in which almost all students can participate. The pictures for the title page and the activities are taken by the students. Art work and lettering necessary to carry out the theme are drawn by the more capable students. Others paste the drawings, pictures, and write-ups. Others are reporters and write the descriptions of the activities. The typing is done by eighth graders. With a little training, two or three students can be taught to do an excellent job. The typewriter print is the printing that is reproduced in the photo-offset method.

We have been fortunate in having a photographic service take our graduates' individual pictures. The school is under no financial obligation when taking this photo service. The company takes pictures of the graduates on speculation. If the student wishes to purchase one 5x7 inch, one 3x5 inch and twenty wallet sized pictures for two dollars, he may. The company furnishes the school with two glossy prints of each student for use in the annual. The school receives ten or fifteen percent of the sale of these pictures which can reduce the cost of the yearbook to the

students by being applied to the cost of film, flashbulbs, printing, and developing of the activity pictures.

When the pictures, write-ups, and art work are finished, they are pasted neatly on the sheets and sent to the company for photo-offset reproduction. In eight weeks, the printed material is returned, ready for the students to assemble. They put the pages in the proper order and staple or plastic spiral bind the book and cover together. The production of a yearbook for the elementary school is as simple as that.

What are the values of a yearbook to the students? In addition to serving as a memory album of their school years, it serves as a pic-

torial review of their elementary school days. The students are afforded the opportunity of working together on the project. Working together should be encouraged at all levels of instruction. Staff members working on their yearbook are given this opportunity. They know of deadlines and meet them. Many students who might not be included in other school activities can be on the yearbook staff. Give the youngsters the opportunity of producing a yearbook for themselves. A big and pleasant surprise is in store for you and the entire elementary school.

Editor's note: Harold Hainfeld is an instructor in the Roosevelt Elementary School. He is also adviser for "The Roosevelt Review," yearbook. He acts as judge for elementary and junior high school yearbooks for the Columbia Scholastic Press Association.

An extracurricular activities program can be of great importance to students in the various levels of education when properly selected and operated.

The Freshman Class Evaluates Its Extracurricular Program

EVALUATION PLAYS A PROMINENT PART in any extracurricular program. It aids to determine whether the program is fulfilling its goals and standards. Further, it helps the faculty advisers and others concerned with the program to know what the students would include in their future program, why they did not participate, what they gained by participating, and how more interest can be aroused in the program. At Newark College of Engineering this technique was successfully used.

At the end of the freshman year the faculty adviser prepared a questionnaire which surveyed the first year of extracurricular activities. The evaluation was addressed to the members of the class and stated:

Your help is needed to determine what activities your class will sponsor during your sophomore, junior, and senior years. In addition you can help the incoming freshman class plan its program more efficiently. Please be frank and brief in answering your questions.

The evaluations were given to the English instructors who permitted about 260 freshmen to complete the questions in class. Students signed their names to the sheets so that the adviser or any other interested person who would examine these questionnaires might be able to assist those who indicated that help or guidance was needed.

HERMAN A. ESTRIN
Newark College of Engineering
Newark, New Jersey

The survey consisted of eight questions. As for the kinds of activities that the class should sponsor in the future, eighty per cent of the students indicated informal dances; sixty-nine per cent, class picnics; forty-two per cent, class smokers; thirty-eight per cent, square dances. Other activities selected were class banquets, card parties, Dad's Day, and formal dances.

The acquisition of more friends and the opportunity to obtain relaxation were two benefits which over fifty per cent of the freshmen gained by participating in the extracurricular program. Other benefits listed were personal satisfaction, a broadened outlook on life, an ability to speak before the group, and a knowledge of committee work.

Lack of time (40%) led the reasons why students did not participate in the program. It was followed by commuting difficulties (35%) and the lack of interest in activities that the class sponsored (23%). Several students stated that they could not partake of the program because they had to work on weekends, because they were

married, or because they were more interested in home and community activities.

It is very helpful to the class and to the staffs of the various publications to know in what activity the individual students would participate. These choices are given to the persons in charge of these activities so that they may contact the student and involve him in the activity. The three most popular selections were the office of section representative, the Hudson Boat Ride Committee, and the editorial staff of the college annual (25%). These were followed by the college newspaper (20%), the Informal Dance Committee (19%), and the Class Picnic Committee and the New York Trip Committee (17%).

In this evaluation the freshmen were asked how more student interest and participation could be aroused in the extracurricular program. Sixty per cent suggested that more publicity be given about each event. Also, they indicated that more active section representatives (54%) would help to create student interest in the program. Furthermore the freshmen suggested such means as more encouragement by the administration (24%), a more varied slate of activities (22%), and more encouragement by the faculty (21%). In addition, they listed the use of more committees, the setting up of a date bureau, and the use of transportation pools as aids to increase student participation in the program.

Of interest to those who plan future freshman activities, the class of 1956 stated that they enjoyed the following activities in descending order: Class Day in New York City, the Frosh Informal Dance, the Frosh Blowout, the Class Picnic, and the Frosh Square Dance.

The survey was also made to find out what the freshmen thought about the class sponsoring a community project. Sixty-eight per cent wish to undertake a civic responsibility. Among those named were the Blood Bank, a party for underprivileged children, and such drives as Cancer, Cerebral Palsy, Infantile Paralysis, Muscular Dystrophy, Slum Clearance, Heart Fund, and the Salvation Army. From these choices the future freshman classes and perhaps the other three classes should select one to sponsor. This kind of activity is an excellent way of having the students realize a community obligation and duty as future citizens and professional engineers.

Included in the evaluation was the question:

Do you feel that you have been sufficiently oriented to the College? Sixty-four per cent of the class answered yes; twenty-five per cent felt a further need for orientation. In descending order the following are the phases which required more orientation: information to join clubs, advice about scholastic achievement, advice to solve personal problems, more knowledge of and acquaintance with the faculty, advice concerning schedules, and information about professional societies and the college newspaper. These results were given to the Dean of Students so that he can plan the next orientation with more emphasis on these problems of freshmen.

This evaluation has yielded the following results:

1. Students' opinions have become the basis of change in procedure and policy in the extracurricular program.
2. Students are given an opportunity to share in planning the extracurricular program.
3. Students acquire a long-range view of the extracurricular program and have a chance to indicate their interests.
4. Students can state their choice of activity in which they wish to participate and can be channeled into that activity. Thus latent talent and the resources of students can be utilized to the fullest extent.
5. Freshman activities can be planned with greater reliability and effectiveness.
6. Students can be awakened to their civic responsibilities and can actually start to engage in the undertaking of a community project.
7. Freshman orientation in the future can become more effective because these freshmen indicated the phases of orientation which needed greater emphasis.
8. Students realize the benefits and advantages of participating in the program.
9. The faculty and the administration have specific information concerning the reasons why students cannot participate in the program and can make arrangements and adjustments accordingly.
10. Students become acquainted with the ways and means of arousing more interest in the extracurricular program so that more students will participate and that every affair is successfully administered.

Some practical and economical suggestions to help give that high school play the polish it deserves are presented here by an experienced dramatics director.

Amateurs On Stage

DRAMA STUDENTS at Central High School were aroused. The principal had decided that no dramatics would be presented that year.

Although the few plays that had been produced the year before had made money, the principal felt that the program should be discontinued since the results had not always been satisfactory. The stage had been too dark and the only set that the school owned was shabby looking and worn out. Since more funds for promoting better educational drama were not available, and since the equipment available to the school was very limited, he decided to drop the whole program.

The students protested, they wished to continue the program. After a committee was chosen to represent them, this group, with the help of the English teacher who always coached the play, decided to make a study of the situation.

In a week's time they had a plan. They went to the principal and asked him to let them try just one play. If the results were unsatisfactory, they would give up the school's drama program altogether.

The principal readily agreed and the students and director immediately got to work. First they bought gay wall paper with enormous flowers on it to paper their set. They chose bright colors for they realized it would help brighten the stage. Although nearby, the flowers looked very large, from the auditorium the set looked professional. With the help of a student's father, an electrician, the lighting was improved by the use of reflector type light bulbs (PAR, trademark). Thus the light, instead of being located in only certain areas of the stage, was now well distributed over the entire stage and many of the shadows caused by ordinary lights were eliminated.

The result? The play was called the best one ever produced at the school and the dramatic program was continued.

Many high schools face a similar situation today, and the majority of them do not know how to solve their heavy problems. Actually

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there are many simple things that a high school can do to improve its dramatics program. Being a speech student at Bowling Green State University in Ohio, and having participated in the direction and technical work of several plays, I have found the following suggestions helpful and economical in the production of plays.

1. If you find that your production problems seem to have no solution, write to the nearest University or college in the area which has a speech department and ask for advice. Most of these colleges have services and are usually willing to help high schools which have production problems. At Bowling Green, the Community Drama Service has given advice which ranges from the selection of the kind of play for presentation to giving instructions on technical work to high schools throughout the area.

2. See as many different plays as possible and urge your students to do the same. The plays do not have to be professional; any community or college play will give the careful observer some ideas in direction and production.

3. If you have never directed a play or have had very little experience at directing, one-act plays should be attempted before the three-act. When choosing a play always keep in mind the equipment available, the ability of the actors, and your own ability as a director.

4. Always keep a prompt book. Many companies which sell scripts of plays will furnish a prompt book if asked to do so. If you do not get one from the company, make one yourself. In this prompt book every detail, even to the most insignificant ones, should be worked out before rehearsals start.

If the time to work on the play is limited, a valuable time-saver in blocking the play is one used by a speech professor at Bowling Green. This director, in making the prompt book, also diagrams the movements of the actors. On the right hand page of the book, as it lies open on

a table, will be found the dialogue of page one of the script. On the left hand page directly opposite, he draws a diagram of the set with the movement of the actors drawn in crayon showing where to move on what speech. Each character has a different color representing his movements so there will be no confusion. Each movement is marked with a number on the diagram and a corresponding number marks the speech on which the actor is to move in the script.

This process is used throughout the book. Accompanying every page of the dialogue is a diagram of the set. One color should be used throughout the script to represent the movements of one actor.

Before having the actors copy the blocking, make sure they thoroughly understand what they are doing. If this process is used, the actual rehearsing time of the first few rehearsals can be cut approximately in half.

5. If you find that there is lack of student interest, form a high school theater group such as the Thespian Society or the High School Dramatics Club. Tangible recognition for work done such as keys or certificates, will also bolster student interest.

6. Never overlook the fact that interest can be increased by having one-act play festivals or contests. These may be either among classes or groups, or with other high schools in the area.

7. Other departments of a high school can be of great value. If you lack technical skill, someone interested and trained in these skills can often be found in the industrial arts department; also the home economics department can be of great value in helping with costumes and foods used in a play.

8. Many times your problems really start when you decide to do a costume or Shakespearean play. Period type costumes may be rented at fees ranging from \$5 to \$25 per garment but because of the high rates, they are often out of the reach of the average high school. If you are interested in building a costume department, a canvass of the attics of students' homes will provide a good start toward such a department. Usually costumes dating back to at least the 1890's may be obtained in this manner.

9. Lighting is one of the biggest problems of high school productions. Bad lighting is caused from improper placing of footlights and over-

head lights. As a result, bad shadows are caused all over the stage.

To improve this situation, get control of the lights. This can be accomplished by using spotlights. The front part of a stage is best lighted by using several spotlights out in front of the stage. If there are no beams in the auditorium from which to suspend the spotlights, they can be fastened to the walls. The back part of the stage may be lighted by spotlights from the wings. By using spotlights, along with footlights, areas requiring more light can be given the amount desired.

10. If the school does not have spotlights, baby spotlights may be made inexpensively and easily. Number 10 fruit cans may be flattened and bent into a square. Holes should be made in each side of the can to serve as air vents, then a porcelain socket should be placed in the inside bottom to hold the bulb. Lenses for the spotlight may be purchased very cheaply. After a bail has been put on for mounting, the spotlight is ready for use. Use of color slides will also help.

11. Lighting can also be improved by using colored lights. Never use raw light for it is unflattering. Lights can be colored by using gelatin. Gelatin frames may be made out of tin cans.

12. For the best results from footlights and overhead lights, bulbs should be placed about a foot apart and colored light should be used.

13. Shabby looking stage flats may be improved by restretching the canvas over the flat. If hinges are used to connect the flats, many times they cause cracks between the panels. To do away with these cracks, the hinges may be removed and replaced by metal straps. Then the flats may be lashed together with rope and not only are the cracks eliminated, but the set is made stronger.

14. Advertising of the play is often a problem. If money is available for advertising, play package publicity deals containing such things as articles for publication in newspapers, and posters, may be bought from the publishing company. These package deals usually cost from \$7 to \$15.

15. Often the stage on which the play is to be presented is also the basketball court or has hardwood floors, so it is impossible to use stage braces since there is nothing to fasten them to. Such a problem can be overcome by wiring a

piece of wood to an ordinary cement block weight. The piece of wood has to be thick enough to let the stage screw get a good grip and should take the place of the floor. The weight of the cement block gives the flats the necessary support to make them substantial.

16. Making authentic-looking windows often is a problem. Cheesecloth or netting dyed black or dark grey and stretched tightly over a window frame will give the illusion of glass or screening.

17. Cold cream is usually used by high school students to remove make-up after a performance. A much cheaper and fully as effective a substitute is the use of mineral oil. The oil can be kept and dispensed from an ordinary oil can. One caution though, the cans should be properly marked.

18. Mirrors and other shiny objects such as glass tops to coffee tables often reflect undesirable light on different parts of the set. Such reflections can be prevented by using soap solution sprayed with an insect gun, or a ball of putty dabbed on the shiny surface.

19. Authentic-looking beards may be made by cutting a piece of gauze to the proper shape

and constructing the beard on the gauze by use of crepe hair and spirit gum. Such a beard can also be removed and used again.

20. An unshaven appearance can be made by dabbing a sponge into grey liner and patting the face with it.

21. Pistol shots may be imitated by slapping a piece of board against a cement wall or floor.

22. Various lengths and sizes of chain with washers may be painted silver or gold and be used to represent jewelry, particularly for period type, Shakespearean, and Roman plays.

23. Fur rugs may be imitated by dying shag rugs black or brown and lightly brushing the tips of the yarn with a light or dark water paint.

24. If draperies are used for the setting of a play instead of flats, a more realistic effect may be obtained by draping the curtains around the doors, windows, fire places, or other set pieces that are used in the play. The set should be dressed in terms of the furniture, and the walls should remain entirely neutral.

25. Beverages to be used on stage such as tea or coffee, can be made by using ordinary food coloring with water.

"The department of music is in a specially strategic position to assist pupils having individual problems of emotional disturbance or maladjustment."

Providing for Individual Differences in the Music Department

THE MUSIC DEPARTMENT lends itself to providing for individual differences more than any other department in the junior high school. This may be due to the fact that this department is faced with many different kinds of problems as far as the pupils at this age level are concerned. The changing voices of the boys in the seventh, eighth, and sometimes ninth grade, the "I do not like music" attitude of these pupils, the "I like to sing but the teacher tells me that I sing off pitch" attitude of others, etc.; these are just a few of the many more problems that face the music department term after term. Now, how does this department go about solving these problems would naturally be the next question.

Music teachers at Cleveland Junior High

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are well aware that they can only solve these problems by dealing directly with the individual pupil concerned (or with small groups of pupils similarly concerned). The boys with the changing voices are tested (privately) and are only asked to sing songs with parts that are within their own range. The teacher and class discuss very openly the fact that a boy's voice does go through a changing stage and that this is a perfectly normal, expected condition. Within a few weeks the boys with changing voices again sing joyfully along with the class and join Glee Clubs and other musical organizations.

The "off-pitchers" or "monotoners" are given help privately, also. If their singing of specific tones is limited, the teacher finds their particular range and tries to increase it daily by exercises, etc. If a boy habitually flats, he is told to imagine that he is going up in an airplane or climbing a tree until gradually he learns to sing the notes on pitch. (This is applicable to girls as well as boys).

The pupils who have the attitude that they "do not like music" have several conferences with the music teacher until the reason is learned and then both teacher and pupil work to solve the problem. For example, a very bright boy was not singing one day (early in the term) in the music class. He had always entered actively into discussions on composers' lives, recordings heard in class, as well as musical programs seen and heard at home. The teacher asked the boy to remain after class. When the boy was asked "why he hadn't been singing with the class?", he answered that he did not care for music. Because of his very apparent interest on other days, the teacher was well aware that his answer was not true. He had been absent the day that the voices had been tested and on his return to school, he had claimed that he was a tenor and was therefore sitting in this section. The teacher tested his voice and found that he was still a "soprano" and was ashamed of the fact that the rest of the boys' voices in the class had already changed and his hadn't. The teacher explained about the fact that some boys develop their "men-voices" sooner than others and that it didn't mean that they were better, etc. Both teacher and pupil decided that the boy would remain in the tenor section but that he would sing soprano.

The class was told about this as well as the fact that at any time the boy's voice might begin to change. The class accepted the explanation and the boy again took an active part in class in singing as well as in other phases.

Thus attending to the musical individual needs of pupils, takes in their emotional needs as well. The music teacher explores the background of emotional life that makes pupils "hate to sing."

Perhaps one of the greatest helps given to individual pupils by the Music Department is to help pupils whose academic work may be generally poor. If the pupil has a fairly good voice, or if he shows ability in any instrument, he is given the opportunity to go far in these fields. The pu-

pil with the good voice is put into the vocal class for practical individual instruction. He is encouraged to join the vocal groups and is given solos whenever possible.

The pupil who shows ability to learn to play, is given almost private instrumental instruction. In cases where the pupil cannot afford to purchase an instrument, the school lends him the instrument and charges him only one dollar a term. (This dollar covers the insurance for repair or replacement of the instrument, if lost).

Countless students, even those from the Benet class, have been given a sense of adequacy and belonging by the fact that they can sing or play. Students whose academic work is good, realize also a wonderful experience from playing an instrument or singing with a group.

The shy pupil or the pupil with little or no ability poses another problem. The music teacher has found it is best to deal with these individuals by placing them with small vocal groups or instrumental classes. Here they are just one of many and they do not feel that they are being singled out. Gradually they begin to lose the feeling of shyness that they are not as good as others.

The music group that has helped a great deal with this problem is the "Dramatic Choristers," a group that combines choral speaking and singing to foster better human relations throughout our community. The shy or slow pupil can easily recite or sing with the group and can easily make friends with his fellow members. He knows that the other members "practice what they preach" and that "all men are his brothers." Gradually the shyness disappears and this pupil may even volunteer for a solo line. (This last has happened many times during the years that the Dramatic Choristers has been organized).

The Music Department, as we have indicated, is in a specially strategic position to come to the assistance of pupils with individual problems of emotional disturbance or maladjustment, and, through natural music activities, to afford them the means of emotional help through cooperation with musical enterprises.

In short, the Music Department of Cleveland Junior High School teaches music and at the same time permits such teachings to serve as guidance and even emotional therapy. In institutions for mental health this practice has prevailed for long. It can serve well in educational institutions, too.

Canal Zone college professors "help them that help themselves" and promote educational facilities in a land which has unique problems to overcome.

Good Neighbors Cross the Continent in Panama

THE BASIC PRINCIPLES of the American "Point Four Program," to train the leaders of a country, and then to help those trained leaders to solve the educational problems for the best interests of their own land, were used most successfully during the past two years at the Panama Canal. And a most encouraging feature of the project was that it was done entirely without cost to the American taxpayer.

Half a dozen American teachers traveled across the continent, from the Pacific Ocean to the Atlantic Ocean and back again, three times a week this past summer to help solve some of the educational problems of a "good neighbor" country. Those teachers were regular members of the Canal Zone Junior College faculty at the Panama Canal, and their work was in organizing and conducting curriculum workshops with and for the Negro teachers in the colored schools of the Canal Zone.

The unusual and peculiar conditions at the scene of "the world's greatest engineering feat" have caused many unusual and peculiar problems for the schools. To understand the work done during the past two summers, it is necessary to know a little about the construction work on the Panama Canal, beginning in 1904, and a little about the maintenance and operation of "the big ditch" since that time.

When work began on digging the Panama Canal, many hundreds of West Indian Negroes, from Jamaica and the neighboring islands, were recruited for unskilled labor. After the completion and the opening in August, 1944, many of those colored workers remained to make their homes in Panama, where they were employed to assist in the operation and maintenance of the canal.

The citizenship of those Negroes when they came to Panama was British, and their language was English, spoken very much in the same way that English was spoken by the pirates of the Caribbean area some three centuries ago. The children of those first "West Indians," having been born in Panama, were Panamanian citizens, of course, but they considered themselves "Brit-

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Balboa, Canal Zone

ish subjects," and generally they continued to speak English in the same pirate-like fashion.

The following generation of children, grandchildren, and in some cases great-grandchildren of the original laborers, today consider themselves Panamanians, as indeed they are. Most of them speak, read, and write both English and Spanish as sister-languages, through neither is spoken exactly in the regular idiom of the citizens of one country or the other.

The present-day Negro Panamanian children are educated in the free public schools furnished by the Panama Canal Company, a private, government-owned corporation which operates the canal without cost to the United States of America. To assist in solving some of the problems caused by the change in citizenship and by the addition of another language to the once "pirate-jargon" used as English by the school children was the assignment of the several curriculum workshop professors.

Still another problem was presented because of the fact that most of the colored parents, who read and write even English with some difficulty, generally consider "an education" as that sort of training which qualifies a man to become a doctor, teacher, or lawyer. Since the overwhelming majority of the colored children will be unable to attend college because of economic reasons and thus find the door to professional training closed, the emphasis in the Canal Zone "local rate" Schools must be on a vocational and occupational training. Attempts had to be made to find a solution for that problem, too.

The curriculum workshop staff members were headed by college teachers whose training, experience, and present assignments are such that they are active members of the American Association of University Professors. The local Panamanian teachers thus found it possible to earn full college credit for the work done in the Extension classes and in the Institute. During the 1952 school vacation period each colored teacher pre-

pared a preliminary course of study which embodied the specific solutions which had been arrived at for the particular problems presented.

During the school term of 1952-53 constant reference was made to that course of study, and careful notes were made of additions, deletions, changes, and suggestions. During the school vacation period just concluded the same American professors again had charge of the curriculum workshops. Complete, "accepted" tentative courses of study were produced, and eventual solutions are foreseen for the more pressing educational problems. The teachers of the children of colored employees of the Panama Canal Company worked wholeheartedly with the white American professors, showing that the basic principle of mutual assistance and the "Point Four" program is indeed a two-way operation.

The Seasons

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Winter

Pageant Scene: A boy and girl dressed in warm winter clothes are seen in center foreground. Girl is dressed in a red skirted skating costume. Boy wears a hip length coat and a kelly green stocking hat. He carries a hockey stick from which his skates dangle. His partner's skates are slung over his shoulder. A smaller boy dragging a sled is seen in the background.

Choir: Each girl wears a scarlet bow in her hair. All bows are identical and have two shoulder length streamers. Boys wear kelly green crepe paper bow ties.

Songs: 1. "Tis Winter Now; the Fallen Snow," *Songs for the School Year*, by George S. Dare; A. S. Barnes and Company, 1931; p. 20. (The song is a peaceful, calm, lulling number that portrays the stillness of winter.)

2. "The Seasons," *Sing Along; The World of Music*, by Glenn, Leavitt, and Rebmann; Ginn and Company, 1941; p. 14.

"The Seasons" contrasts the other three seasons with winter. The song possesses a wailing quality. One may hear the sound of wind sighing through barren trees. It is sung in unison. Simple two part harmony is employed during the last six measures.)

3. "Winter Lullaby," *The Modern Choral Hour*, arranged and edited by Harry R. Wilson and Van A. Christy; Hall and McCreary Company, 1941; p. 44. (The song has a smooth flowing tone. It is sung in unison with a pleasing harmonic accompaniment. It is an appropriate winter poem set to music.)

4. "Winter in the Mountains," *Sing Along; The World of Music*, by Glenn, Leavitt, and Rebmann; Ginn and Company, 1941; p. 32. (The song is written in a different key. Only the melody line would be sung. It is a lovely text on winter scenery.)

Spring

Pageant Scene: One girl dressed in orchid is shown picking daisies. (Paper flowers are scattered about her.) Another girl, attired in pale green, sits at her left—weaving daisies. A third girl clothed in white, a wreath of daisies on her head, stands gracefully between the two girls.

Choir: Each girl wears an orchid bow with streamers in her hair. All boys wear white crepe paper bow ties.

Songs: 1. "Welcome Sweet Springtime," *Songs for the School Year*, by George S. Dare; A. S. Barnes and Company, 1931; p. 30. (This song is a popular one among choruses. The song has a captivating, joyous, happy air. The words are exceptionally suitable for the beginning of the second season of the year.)

2. "Spring Morning," *Rounds and Canons*, arranged and edited by Harry R. Wilson; Hall and McCreary Company; p. 22. ("Spring Morning" is a cheery folk song. Boys follow one measure after the girls. Cross rhythms are extremely interesting. It is used for unison voices, alone.)

3. "Springtide," *Sing Out! A Singing School*, by Dykema, Pitcher, and Stevens; C. C. Birchard and Company, 1946; p. 205. ("Springtide" is sung softly with much expression. Since the melody is by Edvard Grieg, the song has a haunting strain.)

4. "Come, Lasses and Lads," *Songs for the School Year*, by George S. Dare; A. S. Barnes and Company, 1931; p. 107. [The song is an old English tune sung with a lot of energy. It is a definite change from the previous song. Clear cut diction is needed for the words which are very amusing. (Children enjoy singing this song.) The group claps the rhythm during the

second chorus. "Tra-la-la" is sung instead of the words during the clapping.]

Summer

Pageant Scene: In the foreground stands a boy wearing dungarees with shirt open at the throat. He carries a bat over his right shoulder, and a catcher's mitt in his left hand. A boy, attired in shorts, poses at left background. Under his arm is a bundle containing swimming trunks wrapped in a towel. He holds a colorful beach ball in his hands. At the right stand two girls, one dressed in pink and the other in blue. They are both clutching a big picnic basket.

Choir: Girls wear pink bows. Boys have blue crepe paper bow ties.

Songs: 1. "Brightly Gleam," *Songs for the School Year*, by George S. Dare; A. S. Barnes and Company, 1931; p. 32. (The song is sung quickly and brightly. A spot of five measures is provided for a small group of selected voices in the middle of the song. The whole song is sung in unison.)

2. "Stars of the Summer Night," *Songs for the School Year*, by George S. Dare, A. S. Barnes and Company, 1931; p. 91. ("Stars of the Summer Night" is sung slowly. Good effective number. "She sleeps, my lady sleeps, She sleeps, She sleeps, my lady sleeps," sung in a whispered tone, except for a crescendo on the second pronoun "She.")

3. "A Summer Swing Song," *Music Everywhere; A Singing School*, by Armitage, Dykema, and Pitcher; C. C. Birchard and Company, 1943; p. 191. (Two part simple—but clever harmony; boys answer girls. The song has a definite swing rhythm of "Hi ho! Ho hum!" The children would enjoy the fun that "Summer Swing Song" promises.)

4. "Anchored," *Songs for the School Year*, by George S. Dare; Barnes and Company, 1931; p. 34. (Spirited and brilliant number. Rhythmic wave effect. Uses contrasting moods of calm, storm, and quietude. An exciting accompaniment. A satisfying composition of various moods. An ideal closing selection for this seasonal program.)

Culture and economy developed during a period of two hundred centuries or more are passed on by means of tools and utensils.

Archeology

THE SCIENCE OF ARCHEOLOGY is relatively new as a field of study. Possibly because of this fact, or possibly because the professional practitioners of the science have, for the most part, conducted their affairs on intellectually stratospheric levels, we are inclined to overlook the possibilities for educative activities in the area. This is a mistake since these possibilities, if properly exploited, can transcend many of the more traditional areas of educational resource. Since the science and practice of archeology has not only its obligation but its sole reason for being to contribute its findings to the larger all-over science of anthropology—the science of man—and to integrate those findings with an understanding of our environment, the educative potentialities inherent in archeological activities will be immediately apparent.

That extracurricular activity which is an

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extension of school activities and learnings would logically seem to have the most value in the school. When one has an activity which is pleasurable, gregarious, co-operative, provides unlimited adaptability to individual differences, and, at the same time, not only is an extension of schoolroom learnings and an application of them but is capable in turn of contributing to them, one has an activity of immense utility. Not only is archeology such an activity but it can be adapted to the local situation readily and depends completely on the utilization of local resources.

There are few localities in the United States and fewer still in the rest of the Americas where there are no remains of the people who, for



A group of projectile points from an Archaic site discovered by a Denton, Texas, schoolboy. Pottery shard found near El Paso, Texas, was instrumental in determining trade route used by Indians of New Mexico about 1200 A.D.

twenty thousand years or more, lived, developed their culture and economy, and passed on leaving their tools and utensils as mementoes of their stay.

The development of urban areas has destroyed some of these remains and unthinking souvenir hunters have destroyed many other evidences of the early American men. There still remain innumerable undiscovered sites, but with the rapid passing of the remote rural areas these sites grow fewer with the years. It would seem then that if it is not a solemn obligation to preserve what we can of these evidences of our cultural traditions it is certainly a most desirable activity.

Nearly every boy who lives in a rural area and many city boys who have been fortunate enough to have spent some time in the country have at some time thrilled at the discovery of "Indian relics." The possession of these artifacts made by a strange and remote people seems to fascinate many persons both young and old. This idle romantic feeling for the mystery of the past can and should be turned to the advantage of science and the increase of knowledge concerning our forebears.

The curious thing about all this is that it can be accomplished without diminution of the feeling of romance and "mystery." It is quite easy to keep a scientific record of artifacts found and where they were found and to advise some central authority of the finding. Such scientific activity is an additive rather than a subtractive element in the collection of artifacts.

A projectile point whose provenience is unknown may have esthetic qualities and some general interest but a projectile point whose

origins and affiliations with a particular long-gone people are known is a link with the past. We will have established a point of contact with our cultural tradition by the possession of an artifact known to have been used by someone who once lived and struggled and triumphed on the spot where we are now working out our own adaptation to environment.

The most important thing, obviously, is how to go about instituting such a program as is herein envisioned. For persons who have heretofore given such matters little thought there will be certain difficulties. However, many regions have local archeological societies which would probably be glad to offer assistance and it is likely that the local P.T.A. would have among its membership someone who has made a study or even an avocation of archeology. Possibly the state historical museum might offer valuable instruction in methodology.

The author, through his local archeological society, has a brief pamphlet which he would be very glad to send to anyone requesting it. This brief, mimeographed pamphlet shows how such an extracurricular activity might be organized.

The first thing that would be needed would be a space where collections of artifacts might be displayed either temporarily or, preferably, more or less permanently. Ideally this space would be an entire room which can be locked when not in use and which contained cases for the display of objects. Failing such ideal conditions the display area might be simply a corner of a classroom with shelves where the various items might be displayed to advantage.

Once having established a space for the display of artifacts, the next thing is to secure the artifacts and to identify them, classify them, record their place of origin and, when sufficient have been collected to constitute an "industry" from a single site, they should be written about. It will be seen that a number of activities are involved here. First of all, the collection of the artifacts will involve field trips, interrogation of persons who might know of sites where artifacts might be found, and some study of prehistoric Indian life in order to predict where sites might likely be located.

The classification involves map-study—the location of sites precisely on a map. The identification may involve study of archeological writings, correspondence with agencies which might

have helpful materials, and the like. The recording of sites involves training in precision and orderly procedure and, finally, the writing of the record of an industry involves English composition. Incidentally, this composition takes place under motivation almost impossible to secure in other ways; the pupil has something to write about which is of vital interest to him and, if he knows that his writing is to go to some place like the state museum for example, he will do his best to make his essay worthy.

Much of the material presented in the school with the end of effecting an adjustment of the individual to his environment could very well be termed "anthropology." Probably most pupils react to the school situation in a more or less satisfactory manner but for others the material is simply non-meaningful. The author is acquainted with several cases where an interest in archeology of the pupil was instrumental in securing a highly satisfactory adjustment of the pupil to the school situation.

Through development of material closely allied to the interests of these pupils, the school situation "came alive" for them and from being rather backward and somewhat anti-social members of the group, they actually advanced to a position of leadership. The fact that through their interest in "Indian relics" they had learned something the others had not and because, when they were given a chance to display this knowledge, they found that the other pupils were interested and impressed, gave them a confidence which when properly fostered by a competent teacher led them to group participation. Their interest in one area of "the science of man" had led to their participation in all of the areas.

Perhaps a word should be said about the very real scientific value of such juvenile participation in archeological activities. The fact that much valuable archeological material is being destroyed every day through urbanization, cultivation of new agricultural areas, and the like, has been mentioned. Professional archeologists are too few and too busy to investigate more than just a few of the most important sites, such as areas to be inundated by new reservoir projects or covered by large industrial constructions.

Thousands of juvenile investigators properly trained to recognize, catalogue, and preserve archeological materials could rescue evidences of

past cultures which otherwise would never be known. By advising professional archeologists of the types of materials found in the various locations and by preserving the materials for them, a complete picture of man's upward climb from savagery to the present in the Americas can eventually be painted.

So far as the school is concerned in all of this, we have an activity which requires but little in the way of equipment and material but which contributes enormously to the program of the school. It is likely that there is no other activity in the entire program which contributes so much value for so little expenditure. The activity is largely self-motivating; the laboratory is a gift of the ages.

School Time on the Air

ELAINE BARCAL

SALLY ANDEREGG

Burnham School

Cicero, Illinois

The Friendship Club of Burnham School, Cicero, Illinois, presents a program of activities over the Radio Station one day during the time allotted the schools entitled, "Visiting Day."

Sound: School bell.

Announcer: School Time on the Air presents "Visiting Day."

Orchestra: Theme—Up and Under.

Announcer: Welcome, boys and girls, to another Visiting Day program when we get acquainted with new friends at home and overseas, learn about new school time projects, and just have fun generally. And here to lead the fun is our School Time on the Air Director, JW.

Music: Up and Out.

JW: "Once upon a time"—that's the way I should start today's visit, boys and girls—once upon a time a certain teacher, who believed very much in the educational value of hobbies, interested her pupils in stamp collecting. There was another idea behind this hobby, too, and a very wise idea it was. The teacher knew that the way to collect stamps was to write letters—letters to boys and girls all over the world. It worked out just as she had anticipated and soon her pupils were corresponding with pen pals in many countries. A World Friendship Club grew out of this

project and here to tell you about it are several pupils from the school. Step up, children, and introduce yourselves.

IDENTIFY CHILDREN

JW: Earl, since you're the Club president, suppose you tell us about the purpose of your World Friendship Club—when it got started and so on.

Earl: Our club was organized in 1945 by our class and our teacher. The real purpose of our club is to promote a better understanding among countries of the world and us—through reading, discussion, first-hand information from letters sent to us by boys and girls in other lands, and through motion pictures and radio. Through our stamp club, which is a part of the organization, we've become acquainted with boys and girls of nearly 30 countries.

JW: Could you name some of the countries, Earl?

Earl: France, Mexico, South Africa, Chile, Australia, and many more.

JW: Does your club have any other functions?

Earl: Oh yes. We discuss the United Nations and UNESCO. Our club sent 19 boxes of food, clothing, and toys to Europe and we exchanged school papers, ideas, pictures, and photos.

JW: What is one of the most important things you have learned in the two years you were president of this Friendship Club, Earl?

Earl: Well, we talked a great deal about the Golden Rule—about friendship and brotherly love. But best of all, we felt that we were putting it into action.

JW: What do you mean by that, Earl?

Earl: Our club wrote hundreds of letters and sent them to people living throughout the world, spreading good-will, friendship, and brotherly love. We sent food to many of our club's relatives in Greece and Italy. We learned how other people think and live.

JW: That is indeed putting "good-will to work," Earl. I'll come back to you later, but here is a little boy about six or seven. Do you have a pen pal, Glenn?

Glenn: Yes, I have a friend in England only five years old but he writes a good letter.

JW: Would you like to see your pen pal, Glenn?

Glenn: Would I! Say, you know—I answered his letter already. I wish he'd send me his

picture. Diane got a picture of a girl from Czechoslovakia. Boy! is she cute!

Judy: Diane read the letter to me, too, and you know what? All the Girl and Boy Scouts over there call one another sisters and brothers. They have beautiful pictures on their letters, too. They're real artists.

Heather: Well, our teacher was telling us about the folk dances and how much music and art we inherited from those countries. Could I tell you what my pen pal sent me from Hawaii?

JW: You certainly may.

Heather: (Tells about her friend in Hawaii.)

Dick: You know what? In our room Bob's mother writes to his pen pal's mother and Ronald's Dad is writing to his pen pal's dad, too.

Earl: Oh, that's nothing! In our room one of the girls asked for a pen pal for her grandmother.

JW: Did she get it?

Earl: She sure did.

JW: Now let's hear what the fourth grade has been doing to promote international friendship. How about it, Elaine?

Elaine: Well, we sent lots of boxes of food to Wuchang, China. Here's what it says in a letter we got from Mrs. Lo who teaches at the Hua-chung University, Wuchang, China.

(Reads two small paragraphs.)

JW: You have a letter, too, Dick?

Dick: Yes, listen to this one we just got from China:

"This letter is my first letter I have ever written in English. It is not good. Excuse me. Your Gung Ho friend—Doong Ischum."

JW: I think that's very wonderful for a first letter, don't you, Michael?

Michael: Yes, but what does "Gung Ho" mean?

Dick: "Gung Ho"—that means "work together" in Chinese.

JW: Well, you children here are certainly learning to work together with the boys and girls of other countries. Donna here has a letter from India, isn't that correct, Donna?

Donna: Yes it's from Calcutta—from the students of the Crescent Stamp and Hobby Club.

(Tells about hobbies.)

JW: Dick, does your teacher receive letters from teachers in other countries?

Dick: She sure does. That's how we really got started. My teacher wrote to teachers and

principals in many countries and told them about our Friendship Club. And do you know what the principal of a school in Germany said?

JW: No, Dick.

Dick: Her name is Mrs. Robe and she wrote: "I think the way in which you got your little boys and girls to take an interest in international relations is a splendid method of bringing about a spirit of mutual understanding and fellowship. It would be very good for our youth to reach out and learn more about the children of other nations. I will do all I can to produce a similar effect among our youth."

Judy: After we sent Christmas packages to the Kingsley Open Air School in England, the head-mistress wrote: "My older children realize the importance of finding friendships, of trying to understand other countries and only too well do they appreciate the point that love for human beings is not confined to one's own home. If the world is to succeed, we must begin somewhere to foster love and appreciation of the other fellow's point of view."

JW: Do you agree with that, Judy?

Judy: Sure, I do. Before we started writing to children in other countries we thought they were lots different from us, but when we read the letters we find they're interested in the same things we are and all the differences seem to sort of disappear, somehow.

JW: Good. Glenn is holding up a stamp to show me. Where's it from, Glenn?

Glenn: India—isn't it keen?

JW: (Describe Stamp.) John, so you have a letter from a pen pal to read to us?

John: No, it is a letter I wrote for my class. We sent one just like it to England. (Reads)

JW: Well, boys and girls, from this visit today you can see how the Burnham School children in Cicero, Illinois, believe in more than lip service to the cause of World Friendship. They are helping to remedy the lack of understanding between nations. They are stressing friendship and good-will—what was that Chinese word . . .? "Gung Ho." Working together—for world understanding, which will eventually work for peace. The Burnham school teacher who has sponsored this Friendship Club says that being pen pals is such a marvelous experience both socially and educationally that she recommends it to other schools. And I join her in that recommendation. It will help to correct many misunderstandings and through the boys and girls of

the world help to establish a feeling of brotherhood among all nations, which is the only road to real peace.

(Ad lib to time.)

Orchestra: Theme—Up and Under.

Announcer: Today's Visiting Day has featured the Friendship Club of the Burnham School, Cicero, Illinois. School Time comes to you at 1:15 each afternoon Monday through Friday and is presented by your radio station as a service to the classrooms of the middle west.

Orchestra: Theme—Up and Out.

"Happy Landings"

CELIA E. KLOTZ
Pullman, Washington

Harry is an ordinary sort of teenager, a junior in a high school in a little town near the center of the United States; but Harry is going somewhere and he knows it. His Christmas present from his grandparents who live in Quebec, Canada, was the promise of an expense paid trip to visit them as soon as summer vacation started.

Harry was already enrolled in second year French. He is studying French now. During his spare time Harry has studied maps and read a great deal about modern and historic Quebec. His letters to the city officials in Quebec City have brought many folders; some written completely or partly in French, all with many pictures and much information about the province.

Harry will never really know how much this previous study will add to the pleasure of his trip. First, there are the joys of anticipation, the ever growing lists of things he wants to see, and places he wants to visit—the dreams of things that lies ahead. He will know enough of the common language of the province to be able to understand and make himself understood even if he is away from the usual tourist run where English speaking guides are available. In Quebec itself, the old walled city, the Plains of Abraham, the old fort, and the grand Chateau Frontenac will all be familiar things of historic interest—not just surprises that the casual visitor happens onto and wonders about. This time spent in conscious preparation for what lies ahead is time very well invested.

Dick is going somewhere, too. He would probably be surprised if someone told him he was heading for a new land, but if he would only

take time to think about it, he would know that he is on his way. He would know too, that once he arrives his stay will be permanent, not just a visit of a month or so. Dick is going to graduate from school within the next year or two.

Before long Dick will cease being one of these famous teenagers and be an adult—as such he will be expected to be responsible for his own actions and to make his own way both financially and socially in an adult world. I wonder if Dick is being as careful in his preparation for growing up as Harry is in his preparation for his trip to Quebec?

I wonder if Dick was one of the group who were so disgusted because they had to have adult chaperons at the school party? Was he one of the students who grumbled about having to have adults around to spy on him? Or did Dick stop to think that here was a chance for him to see how adults behaved. After all, these adults are samples of the people who might be thought of as the natives of the strange land Dick will have to live in, in just a year or so. His knowing something about the natives would not be such a bad idea. These are samples of the people who will have the jobs to hand out, and Dick will be looking for one of these jobs in the not too distant future. It could be that even this evening of the school party, these adults might be looking over the field of young people soon to be available for full time employment. Maybe this one party might be a rare opportunity that could pay off in the future. Contacts can be valuable, and sometimes contacts are very hard to make. Local adults at a high school party might turn out to be an opportunity—not a restriction.

I wonder if Dick is studying the manners and the language of this strange land he is about to enter? I have known a lot of bright young graduates who have lost jobs they liked—jobs they would eventually have made good in, because they had not realized that an adult is held responsible for what he says. Sometimes the clever off-hand remark is better left unsaid. To cite specific examples, one boy was dismissed when his pet high school remark "Well, bless his pointed little head," was innocently used in a way that could be interpreted as public criticism of the boss' child who was not very bright. The new graduate had not even known about the boss' little boy. He was just using high school language in an adult world. He had a record of being fired.

One girl, who was really good at her work, lost favor with her supervisor because of her thoughtless remark "Any one with any sense at all would have known better than that." The supervisor, who was not good in her work, and super-sensitive to criticism, felt this young graduate was being impudent. The supervisor made life so miserable for the girl that she finally resigned—feeling she had failed in her first job.

Maybe the adults are wrong, maybe they are the "old stuffed shirts" that some high school people think they are, but right or wrong, the adults are in charge of the adult world. Young people who can gracefully fit into that world as it is, when the passing of time forces them into it, are going to get the jobs and the social breaks all the way around. What is more, the likes and dislikes of any species of animal, including the human race, seem to follow a more or less set pattern of development as the years pass. Ideas that seem stuffy and uninteresting at one age seem normal and worth consideration as one grows older. For example there was a time when shaking a rattle box was sheer delight. No doubt other things seem more interesting now. Those who grow along with the pattern others their age are following are the people who belong—the people whose interests are the interests of the group; the people who enjoy the life they live.

I wonder if Dick was one of the group who went out soaping windows and shooting out street lights, finding special pleasure in such childish behavior; because he felt by so doing, he was "showing those grownups who thought they were so important, that he was at least one person who simply was not going to grow up." There are such people. Almost every high school has a few. There are enough of them scattered through the country—people who do not follow the normal pattern of development because they are physically ill or because some mental quirk makes them resent growing up, so that they have a special name for them. They are the retarded. Some of them eventually get over whatever ailed them, and settle down to live normal lives. Most of them waste their whole life feeling the world is down on them, while others pity them and put up with them when they have to be near them, because they feel they don't know any better. There are people who seem to get a great deal of pleasure out of posing as suffering heroes, but those who are the leaders, those whose company

is welcomed and even sought after, are not suffering heroes. They are too busy accomplishing things to have time to suffer or to bore others with tales of their sufferings.

Dick certainly has adults for teachers and parents and relatives and neighbors. Some of these he likes, others annoy him. I wonder if Dick is one of the teenagers who feels that all these adults gang up to concentrate on telling him what to do? Maybe he is one of the wise ones who is not conceited enough to feel he is important enough to cause dozens of people to sacrifice the interests of their own life to even think of him most of the time. Few people get that kind of attention. No one deserves it. Perhaps Dick is one of the people who can see in the adults that surround him, a wide field for study. Maybe he watches them and their behavior, instead of feeling they are set up to watch him. What makes this fellow such a success in all he does? What is there about this one that makes so many friends? What is there about Mr. X that people seem to resent? What are the personal characteristics that make Mr. Y a community trouble maker? Which of these adults have traits worth copying? Which one makes mistakes that should be avoided?

Dick and Harry are both going somewhere. Harry is preparing for his trip to Quebec. What is Dick doing to prepare for his trip into the strange new land?

My Privileges in, and Responsibilities to, a Free Country

ELBERT C. SHACKLEFORD, JR.
Huntington High School
Huntington, Tennessee

"VENI, VIDI, VICI." When Caesar said this, he saw himself at the head of a world empire. "I came, I saw, I conquered." Yes, that is just what he did. In a sense, our forefathers acted with the same purpose. They *came* to this great country early in the seventeenth century. They *saw* the hardships they were to encounter, and then *conquered* their primitive surroundings and crudeness in culture. Then through a relative by short period our forefathers succeeded in obtaining our present privileges by the brilliant

display of their genius in the Declaration of Independence and the Constitution of the United States of America. You have your privileges. Now, what are you going to do? Are you not expected to participate in the functions of this free country?

Recognizing my responsibilities, I will accept them without hesitation and without dissatisfaction. "Here, this is your responsibility." No, don't wait for them to be presented to you because of obligation, but recognize your responsibilities. To discharge these, I must act wisely and do it efficiently. This is a call to high adventure. Answering this call of duty, I must cross the high, formidable barriers which hinder our progress. This means to pass the destructive frontiers of today. You say we have no frontiers left, but you are wrong, or either blind to the reality of life. What are these present frontiers? "There are the wilderness of sin, the howling tundras of criminality, deserts of class hatred, the swamps of atheism, the bloody fields of war, the frozen seas of man's inhumanity to man."¹

Put yourself in the position without a country, a free country. How does it feel? I'd feel unwanted, unnecessary, useless, trapped, frightened, and restless, forever to be roaming. No place to call your own? Yes, you have. Right here under your very nose you have privileges that no other people on earth enjoy as you do. You are entrusted with responsibilities that build a strong character and a pleasing personality. You wouldn't feel right without some responsibilities. Find your place, fill it, and work to improve your position. Don't let it go to your head, but help others to do well also. This is one of my important responsibilities. Doesn't it feel good to help others, to see the glow in their eyes when they have finally caught on to something that you have been trying to teach them? Doesn't your breast go out, your eyes sparkle, your heart thump, and your pulse beat faster to see you have helped someone to help himself? Yes, you are affected this way. This is my treasured possession of a free country—to help others and to share in the profit of self-satisfaction.

Oh, what is a free country? I'm sure you have watched a tree for a second, while sitting in a state of melancholy, but did you think that it had a purpose, a significance? It gives to us its beauty, its fruit, and also serves as a conserving

¹ Dye, Harold E.—"Shining Like the Stars."

agent of soil by absorbing excess water. But it cannot, however, afford us these if it hasn't room to spread out and grow. The tree must be cared for and doctored if any progress in its growth is to be seen. Likewise, a free country must have room to spread out and to grow. Our free country must be cared for and doctored when some corrupt or destructive factor rocks the foundation of our government. If our free country is improved and cared for, we will all be able to share in the fruits which will flourish from it. A free country to me then means a Heaven on earth where we can share our God-given rights, and continue our progress toward a more Christian-like, more just, stronger, durable, tolerable, and a more peaceful nation under the righteous laws of our government.

How much would you do for your country and people to keep them free? "A flawless pearl is the loveliest of all the gems. The search for it is packed with thrills and adventure. Men risk their lives, will sell their goods, will sometimes sell their very souls to obtain 'congealed drops of sunlight' that are called pearls in the material world."² Would you do as much for your country, to risk your life? I respond to a responsibility in the defense of the freedom of my country. I must, and I will, endeavor to alleviate barriers of our progress and destructive forces which tend to tear down what has already been built, even if it means giving my life. Inspired by what Franklin D. Roosevelt once said, I quote, "We, too, born to freedom, are willing to fight to maintain freedom. We, and all others who believe as deeply as we do, would rather die on our feet than live on our knees."

Each individual has personal responsibilities: for his family and himself; to the groups of which he is a part, to his country, and to the world. Each person can be active by voting wisely and "thinking and speaking and acting to preserve and strengthen freedom, equality and opportunity."³ This is a challenge, a responsibility. I will answer this challenge by doing my part in these individual responsibilities.

There are such things as limiting principles in a free country. In exercising my right I must not interfere with the equal rights of other individuals and with the welfare of the people as a whole. I owe my obedience to the laws upon which I exercise my freedom. It is everyone's responsibility to see that he, himself, and others

also abide by these laws. Freedom within the laws is the greatest we have. Under them we enjoy the right to a good education, to our own choice of residence, to choose our occupation, to own property, and to manage our own affairs.

Feel free, act free, and look free. This is one of the secrets to the success of a free country. A thing is what you make it; so, let's be conscious of the good things we have here in this free country.

Are you whole? That is, have you developed, to some extent, the four sides of your character? It is my responsibility to develop mentally, physically, socially, and religiously. We must be well-balanced on these four sides to carry out our responsibilities. I am not divided in my purpose, but am definite. I will purpose daily to advance some phase in my life or my surroundings.

The privileges that we now exercise seem to be permanent, but if everyone doesn't wake up to his responsibilities, we may lose these privileges, I will accept my share of responsibilities willingly, and will endeavor to discharge them in such a manner that they will fill their purpose. Trampling down the high, formidable barriers of our progress, helping others to do well, fighting for our freedom with love, and willing to die for it—these challenges, I accept. I will carry the feeling of freedom with me, and will be active in exercising my right, and will develop the four sides of my character. These I hold true to be my privileges in, and responsibilities to, a free country.

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Put Sports In Curriculum

Make high school athletics "an integral and effective" part of the scholastic program, recommended principals meeting at Teachers College, Columbia University. They find athletics as an extracurricular activity tends to distract players from their studies, dominate the school program, and elevate coaches to a dictatorial position.—Scholastic Teacher

² Dye, Harold E.—"Shining Like the Stars."
³ Look.—Sigurd S. Larmon. "Primer for Americans"

ASSEMBLY PROGRAMS

for January

January marks the beginning of the New Year but the post holiday season often brings a mid-winter let down. Activities are indoors. Assembly Programs can follow a serious trend. On January 1, President Lincoln issued his famous Emancipation Proclamation and Paul Revere, the most famous of Colonial silversmiths, was born. He is remembered as a patriot and soldier.

The March of Dimes with a slogan "You Can Help" is the theme for an assembly. The science class can inform the group of the latest developments. A guest speaker can tell how the national drive has helped to control polio. A panel or symposium of students can discuss health rules.

Formal Opening

Formal opening is the ceremony used to create unity in the school assembly. According to D. Bruce Selby, principal of Enid High School, the formal opening for high school assembly should include the fundamentals found in our American heritage. It should stress the phases of American Democracy.

When the curtain opens three students are seated on the stage, the president of the student council, the song leader, and the leader of the devotionals. As the flag bearers present the flag, the audience sings "America the Beautiful" or the national anthem. This is followed by the Pledge of Allegiance. The school song, "Hail to Enid High" is sung by the group.

At the side of the stage, Mr. Harold Duckett, head of the visual education department, has the **Creed** flashed on a screen. The **Creed** is an expression of loyalty, friendship, and sportsmanship. It was adopted twenty-seven years ago.

Then the leader of the devotional steps forward. He reads a scripture selected for this particular assembly. At the close, he leads the group in the Lord's Prayer. Then the group sings a short prayer. This devotional emphasizes the religious heritage that Americans cherish.

The president of the student council presents the emcee of the program.

Alumni of Enid High School have expressed their appreciation for this formal opening. It is a never-to-be-forgotten memory of their high school assembly.

Recently Mr. Selby has asked former students who became coaches to talk about the meaning of the **creed** and its importance in life. An entire

UNA LEE VOIGT
Enid High School
Enid, Oklahoma

assembly was presented on the meaning of the **creed**.

The Plainsman's Creed

"I believe in Enid High School, her traditions and ideals; I believe in honesty in every-day tasks and in faithfulness in duty; I believe in the joy that comes from worth while fun, generous comradeship, and loyal service to my school; I believe in modesty in victory and an unconquerable spirit in defeat; I believe in keeping faith with my neighbor, my father and mother, my country, and my God."

LATIN ASSEMBLY

Vergilian Club
Suggested Scripture: Psalm 121

January received its name from Janus, the two-faced god in Roman mythology. Romans dedicated the first day of the new year and the first month to the god who protected all entrances including the gateway to heaven. He had charge of the beginnings of things. Romans said prayers to Janus before they started new ventures. Janus looked in both future and past.

On New Year's Day, the Romans were careful to act generously and to speak kindly. They settled their quarrels and gave presents. They believed that Janus would give them good fortune. Thus, the origin of the months can be regarded as source material for January assemblies.

The Lord's Prayer is sometimes given in Latin.

Biographies of Caesar and Cicero are appreciated.

A group may show a classroom in Rome. Caesar's ghost from Shakespeare's *Julius Caesar* can furnish the dramatic element.

A panel discussion on how Latin influenced our language will interest any group. *America* can be sung in Latin. Some of the vocabulary as "agricola" may be illustrated by a farmer. Then the words derived from it written on a large blackboard. "Tuba" meaning trumpet and "porta" are sometimes used. The group will enjoy showing words and illustrating them.

**INDUSTRIAL ARTS OR
PRINTING ASSEMBLY
Vocational Department**

Suggested Scripture: John 14:1-6

Freedom of the press may be presented by a dramatic skit or radio play. Printing Education Week is the second week in January.

A trial may be presented on what the department has done for the school. The jury is picked from the audience, but each one has been notified previously. The defendant is called to stand and is accused of laziness. Various witnesses appear showing what they have made. Hobbies are presented; the verdict is not guilty.

The printing department witnesses tell how many programs and papers they have printed during the year. A brief history of printing is given. This can be used as a flash back and dramatized.

Another enjoyable program is the industrial art round-up. The boys are dressed as cowboys. The group show their leathercraft, copper work, and woodwork using cowboy dialect for comments and dialogue.

**BELL ASSEMBLY
Girls Organization**

Suggested Scripture: Psalm 121

A bell assembly is enjoyable. The *Bells* by Poe can be demonstrated by various bells. The reader should know the principles of interpretation. Bells ring out is a quartette of girls. Various numbers as belles of the gay nineties can be used.

Resolved or resolutions is the challenge given by the student council or principal.

Belles of today and yesterday can be used for a number of girls to display their new creations in sewing. Belles of the school will be girls who have starred as queens or winners in contests.

A panel discussion or dramatization on how women won the right to vote. Joan of Arc, Lucretia Mott, Betsy Ross, and Florence Nightingale are belles of yesterday. Edith Cavell is a worthwhile dramatic reading for this assembly.

THRIFT ASSEMBLY

Mathematics, Science, and English Departments

National Thrift Week, January 12 to 24, can be the theme for an assembly. Special talks by community leaders are worthwhile. A talk by a bank president was impressive, inspirational, and long remembered in this community. A member of the student committee interviewed, and arranged for the speaker.

Another group presented a panel discussion composed of the community leaders. The subject

was "How Thriftiness Contributes to Success." A student led the discussion which was divided into three rounds.

A symposium of students presenting successful Americans who were thrifty will entertain, impress, and inform. The lives of John D. Rockefeller and Franklin furnish inspirational material.

How government bonds help citizens to save; postal savings and banking are interesting topics to be presented on the thrift assembly.

"The Ladder of Success" can be presented in various ways. Attitudes toward achievement and success are measured by per cents.

100%	I did
50%	I will
80%	I can
70%	I think I can
60%	I believe I can
50%	I might
40%	I wish I could
30%	I don't know how?
20%	I'm not interested
10%	I can't
0%	I won't

This ladder has been used with cards on a realistic ladder; speeches were given, emphasizing actions, and attitudes of each step.

How mathematics moves the world, and math in everyday life, are themes used for dramatizations and skits. A play, "The Dollar Bill," is also appropriate.

Materials for Assemblies

Information concerning March of Dimes is obtainable at Box 666, New York 1.

Printing Education Week material can be secured by writing to Employing Printers Association of New York, 461 Eighth Avenue, New York.

January 17 is the birthday of Arthur Burdett Frost, the creator of Uncle Remus stories.

Carl Sandburg, American Poet, was born January 6. His poetry can be illustrated by slides as an interpreter reads the group.

On October 27, Edison was granted a patent for the incandescent light. The story is depicted in a motion picture of his biography. This is available at visual aid sources.

The life of Thomas Paine, unsung hero of the Revolution is inspiration for a patriotic assembly. His birthday is January 29. He was one of America's liberators and crusader for freedom.



News Notes and Comments

Driver Education To Be Expanded

Plans to expand the driver education movement intensively in the nation's rural areas, where it is weakest because many small school districts feel they cannot afford courses in safe driving in their high schools, were discussed at the 11th annual driver education breakfast conference which featured the insurance industry's participation in the National Safety Congress at Chicago.

Student Conference

The International Peace Garden on the United States-Canadian border will be the setting for a student conference on Western Hemisphere problems this fall. Students from Brandon College, Brandon, Manitoba will join with students from State Teachers College, Minot, South Dakota to discuss "Diplomacy and Politics of the Western Hemisphere."

Folklore Booklet Ready for Schools

An American Folklore and Legend Map in 38 brilliant colors is now available for classroom use. The booklet was prepared by John Dukes McKee and contains more than 100 characters of the 48 states. Write Dr. Elizabeth Pilant, Executive Secretary, National Conference American Folklore for Youth, Ball State Teachers College, Muncie, Indiana. One copy each to teachers and librarians at 50c per copy. Other folklore materials included free, if requested.—Ohio Schools

Submit Pictures For Prizes

Some 265 high school students will divide \$4,500 in cash awards for pictures in the ninth annual 1954 National High School Photographic Awards sponsored by the National Scholastic Press Association. National awards range from five grand prizes of \$250 each to 190 special awards of \$10 each.

The Photo Awards are approved by the contest committee of the National Association of Secondary School Principals.—Scholastic Editor

Help! Help Will Be Appreciated

Students of Prof. James J. Jelinek, Arizona State College, Tempe, Arizona, are compiling a list of high schools that have summer tours. Give them a lift?

Excellent Publication Is Ready

Atlas of Pacific Northwest, Resources and Development has recently been published by Oregon State College. It is intended as a current appraisal of the resources and industries of the Northwest and is available from The J. K. Gill Company at \$1.75 per copy.—Oregon Education Journal

Education Service Is Available

"Television Teaching Aid" is an educational service published every other week by the Prudential Insurance Company of America and appearing on the CBS-TV documentary show "You Are There." The first of a series of TV shows to appear throughout the country is "The Moscow Purge Trials." The subjects to be carried are of wide coverage and specific interests. The four-page publication includes background information, suggested activities for social studies, communications and other classes, and suggested reading. The "Aid" has been prepared by DeWitt D. Wise, Chairman of the CSPA Yearbook Division, who will also prepare the subsequent issues.—The School Press Review

U.S. Navy Films Loaned To Schools

U.S. Navy 16 mm. motion pictures are available on loan, free of charge except for postage, to grade and high schools, colleges, and universities, school clubs, and other groups. Titles of the films are listed, both in a general and a school class index, in a new catalog recently distributed by the Navy. Copies may be obtained by writing to the Fourth Naval District Staff Headquarters, U.S. Naval Base, Philadelphia.—Ohio Schools

Aviation Training Kits For Schools

Aircraft construction training projects, formerly limited to the larger vocational high schools and technical institutions, can now be taught effectively in the average school shop. The Schweizer Aircraft Corp. has developed a series of training kits designed to teach aviation construction techniques and aluminum sheet metal work. Students gain, not only effective training, but the end product of the project is useful.

The first of the series is the Schweizer Utility Case Project No. 1. The basic kit includes all the materials for making a Utility Case with ends pre-formed to shape, necessary hardware, blueprint and student procedure instructions. Instructors report that the project gives students a real insight into modern aviation construction techniques.

Schweizer Aircraft Corp., Elmira, N. Y.—The School Executive

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Award to Wartburg Student Newspaper

The Trumpet, student newspaper for the Wartburg College students, recently received notice that it was one of 14 schools to be judged as a finalist in the annual College Newspaper Contest on Safe Driving.—Midland Schools

Music On The Upswing

School bands were a rarity in the early 1920's—but by World War II there were nearly 30,000 of them. Today there are more than 38,000 school bands, and several thousand school orchestras in addition. That's what Dr. John C. Kendel, vice-president of the American Music Conference, states in a news release of the Conference. The U.S. had only about 10 symphony orchestras in 1900, he says, whereas there were 100 by 1930 and now there are more than 750.

Dr. Kendel predicts that within 10 years: (a) juke boxes "will be emitting symphonies as well as sob songs"; (b) the U.S. will be the "cultural music leader of the world"; (c) our contemporary composers and symphonies "will be acknowledged as the greatest in the world."—Clearing House

An Excellent Astronomer's Aid

Star Explorer was designed by Dr. Hugh S. Rice of the Hayden Planetarium for the use of the Junior Astronomy Club of New York. It is an ingenious little device, measuring about 9 in. x 9 in. and printed in blue and black on durable card. By means of the Explorer, the stars may be accurately located and identified at any hour of night, any night of the year. The constellations, all clearly marked, are printed on an inner disk, which revolves to simulate the diurnal motions of the celestial bodies. On the face of the card are markings for date and time, corresponding to similar figures on the rim of the disk. By simply spinning the disk, the constellations rise and set in perfect order until they are in the position desired by the star-gazer. Cost, 50 cents each (with reductions for schools).—Illinois Education

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How We Do It

COURTESY WEEK AT JUNIOR HIGH

An interesting and worthwhile project held each year at Longfellow Junior High School in Enid, Oklahoma, is Courtesy Week. The project is sponsored by the Student Council, ably directed by their sponsor. The entire school goes all out for Courtesy Week. The event is held the week before Valentine's Day and is climaxed by an assembly program in which the King and Queen of Courtesy, chosen by popular vote, are crowned by the student council president.

Last year the affair was especially noteworthy. Some time before Courtesy Week began, the student council sponsor, the drama and speech instructor, the art teacher, and the vocal music instructor started making plans. Student Council members made suggestions, the speech classes started planning the script for the assembly program, and the vocal music classes began practicing on special music. The entire school cooperated in carrying out the plans. During home room period the most courteous boy and girl in each home room were chosen. These names were posted and during the week every student had the privilege of voting for the boy and girl he thought should be Courtesy King and Queen. The outcome of the balloting was kept secret until the morning of the assembly. The three girls and three boys ranking in votes next to the queen and the king were their attendants.

Ninth grade English students were selected by their teacher to read original compositions over the loud speaker each day. Courtesy posters were made by the art students and displayed in the halls. Prizes were awarded by the student council for the best courtesy slogans and the best posters in each grade. Each student was encouraged to be courteous at all times, not just during Courtesy Week.

The assembly program was presented on Valentine's Day, a lovely time of year for this type of program. The King and Queen of Courtesy entered the auditorium to the blare of trumpets followed by their six attendants. The ninth grade chorus, consisting of 85 voices sang appropriate songs as they marched to the stage. After the king and the queen were crowned by the student council president, they were seated on a large "heart throne." A clever program was then presented in their honor.

A large Photograph Album centered the stage. The theme of the skit presented by ninth grade

speech students was a grandmother showing her collection of valentines to her granddaughter. The large valentines were made by the art students. Pictures consisted of; "The Baby Picture," "School Days," "Alice Blue Gown," "An Apple for the Teacher," "Let Me Call You Sweetheart," "The Bride and Groom," and "Home Sweet Home." Openings were made in the pictures and students used their own faces in the pictures. As each picture was presented appropriate songs were sung by members of the ninth grade chorus.

At the conclusion of the program the King and Queen of Courtesy were presented remembrance gifts by the Student Council and the program concluded with a recessional of the king and queen and their party.

This program is one of the highlights of the year at Longfellow Junior High School—one that is looked forward to by both students and teachers.—Doris May Mahaffey, Longfellow Junior High, Enid, Oklahoma

MY SEVENTH GRADE GOVERNED THEMSELVES

The following may be classed as extracurricular. I believe it is very important in the overall education of the child.

Classroom government may have many meanings. My use of the term is in relation to discipline, study habits, social events, and classroom equipment controlled by the class itself.

Usually a class likes to elect officers because it is customary. When the election is over, three or four class members are its officers who accomplish very little. The seventh grade in Gaylord suggested an election soon after the first day of school. I, as teacher, asked "why?" Their answers were "because all the other rooms do, we want to" and similar reasons. I told them I didn't think their reasons were sound ones and that if they wanted class officers they would have to be worthwhile to the class as a whole and not just something to take up time.

A few days later the subject of an election came up again. "We need someone to take over when you're not in the room. How are we going to plan things if we have no officers?" piped my students. These and many more questions arose. I could see they had been thinking and talking about it. I helped them plan duties for each officer and the authority the class thought they should have. After the election I stepped out of the self-government picture. The officers were

in charge and came to me for advice or to ask for special meetings.

I want to mention that in Gaylord the seventh grade remains in one room throughout the day except for home economics, industrial arts, physical education, and music.

The first need that arose concerned the library. We were receiving a supply of new library books which remained in the room. A few of the children were exceptionally interested in these books and how they were handled. Soon the girls were asking to be librarians so I referred the problem to the class president. At the next class meeting, not only was a librarian appointed, but an assistant and a law to assess fines for late books and damage, which the treasurer collected.

As the days passed by, various duties and jobs were found and assigned either to volunteers or someone who needed a classroom responsibility. Some duties were bulletin board display, room dusting, and clean-up care for playground equipment, hot lunch count, and planning party committees.

The class president, who also was a Boy Scout, led the class each morning with the pledge to the Flag and a patriotic song.

All seventh grades have behavior problems and Gaylord was no exception. The class figured a student council should handle these affairs. With the help of a constitution from the high school, they wrote their own. Each six weeks a new council was selected. A "C" average was one requirement to hold office. This I questioned, but the class insisted. I found the council useful. It solved petty disputes that I had no time for, yet they thought were important. Through the discussions of the council in front of the class, light was thrown on the foolishness of many of these offenses which stopped the problem without punishment.

The real test came in February when I had to

be absent on short notice and no substitute was available. I couldn't plan much for them to do alone so I told them the situation and appointed a capable student for each class to be held. They were to conduct the class as if I were in the room. Order was kept by the class president. If any help was needed, the teacher in the next room would help out.

When I returned in the morning the reports were quite favorable. Three of the problem boys decided to act up and have a good time. Efforts by the class to stop them were to no avail, so the president called on the teacher next door to remove these boys from the room. The rest of the afternoon was completed successfully.

These seventh graders were especially proud of themselves. They proved they could be responsible when the need arose.—H. George Frantz, Gaylord Agriculture School, Gaylord, Michigan

JUNIOR HIGH SCHOOL SAFETY COUNCIL

Teachers are fully cognizant of the fact that most parents have little opportunity for training children in the safety habits necessary in going to, coming from, and attending school. They also realize that when parents do supervise the children, they overdo it to the point where children develop dependence on others rather than alert self reliance.

In many cases, children of the well-to-do families do not live near the hazards of traffic. The housing units vary with the family income, and many are driven to school in school buses.

Knowing that the best long term method for reducing our tragic accident toll is proper safety education for our youngsters and teen-agers and to prepare them to take seriously their responsibilities as citizens, the students of the Iron Mountain Junior High School, after a recent study in safety education, were eager to set up a safety council. The student council liked the



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idea and asked each home room in the seventh, eighth, and ninth grades to elect a representative.

At the first meeting officers were elected and the purpose of the organization was clearly stated. Several meetings were held by the students to discuss the need for such an organization, the nature of the problems, and how to solve them. The need was apparent and a variety of hazards were listed. Now, the question remained, what could they do with these problems.

The students fell in to a period of stagnation at about this time in the organization, but it was not long before the High School English teacher, who was sponsoring the "Know Your Schools" program over the local radio station stopped by and said, "You students have a fine organization with a worthwhile purpose. How would you like to broadcast what you are doing and let your parents know what it is all about?"

The hazards were listed and the plans of attack were heard by the safety council. The group decided to work on a different hazard each month. The following were the problems selected:

1. The danger of riding bicycles on and off the school playground.
2. The danger of walking on the wrong side of the stairs, halls, and walks.
3. The need of reporting bent door mats.
4. Educating fellow students to walk on the correct side of the road in the winter time.
5. The danger of throwing snowballs.
6. The hazards connected with a Christmas tree.
7. Accidents on the skating rink.
8. Hazards in the home.
9. Vacation hazards.

Members who were camera enthusiasts quickly snapped any poor habits or safety violations in and out of the school. Students who liked to draw, made posters. Others, who were interested in journalism, published the safety bulletin monthly. The very few boys who were suspected of catching rides on freight trains from the north to the south side were invited to help plan the school safety program.

As their adviser, I had very little to do because the initiative and responsibilities were left to the students. The boys and girls knew that anything that they wrote would be published in the bulletin, therefore great care was used in their written material. Accidents were recorded by the student recorder in order that the next council would have some statistics on hand.

I believe that this activity did develop leadership, self reliance, initiative, and student responsibility.—John Harvey, High School, Iron Mountain, Michigan

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"Seth!" called the farmer, "what in blue blazes are you chopping wood in your night shirt fer?"

"Well," Seth replied, "I allus have dressed beside a fire in the mawnin' and, by golly, I ain't going to stop now!"—Ex.

Who Umpired, Son?

"Well, Johnny, how did you get along in school today?"

"Okay, Mother, but that new teacher is always asking us some fool question. Today she asked everybody where they were born."

"Well you certainly knew the answer to that—the Woman's Hospital."

"Betcha life I knew! But I don't want the whole class to think I was a sissy. I said the Yankee Stadium."—Ex.

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